



Department of
**Labor & Workforce
Development**

Adult Education

Request for Application and Grant Application Guide July 1, 2018 – June 30, 2021

**For funding under the Workforce Innovation and Opportunity Act of 2014,
Title II – Adult Education and Family Literacy Act**

**Application Due Date:
April 27, 2018
4:00 PM Central Time**

Submit to:

Ian White (ian.white@tn.gov)
State Director of Tennessee Adult Education

TDLWD Adult Education Request for Application and Grant Application Guide

TABLE OF CONTENTS

SECTION 1 – GRANT OVERVIEW	1
Introduction.....	1
Purpose of Adult Education and Family Literacy Act	2
Eligible Individuals to Receive Services	3
Eligible Providers	3
Criteria for Awarding Grants to Eligible Providers	3
Application Review and Scoring.....	5
General Grant Policies.....	5
SECTION 2 – GRANT REQUIREMENTS.....	7
Program Services.....	7
Program Performance and Accountability	8
Fiscal Management.....	9
Personnel, Compensation, and Benefits	12
Training.....	14
SECTION 3 – APPLICATION REQUIREMENTS	17
Application Organization and Format	17
Program Narrative Details	18
Budget Proposal Details	20
SECTION 4 – APPENDICES	21
Appendix A – District County Listing	21
Appendix B – Application Scoring Guide.....	24
Appendix C – Application Cover Page	1

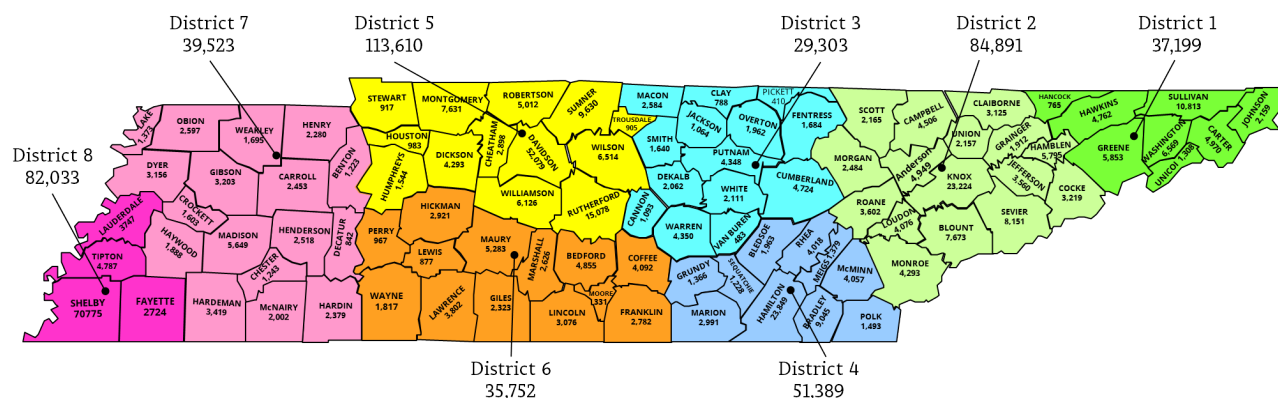
SECTION 1 – GRANT OVERVIEW

INTRODUCTION

The Tennessee Department of Labor and Workforce Development, Division of Adult Education (hereafter referred to as “the Division”), announces the availability of funds provided through the Workforce Innovation and Opportunity Act (WIOA) of 2014, Title II, the Adult Education and Family Literacy Act.

The purpose of the grant is to provide adult education services that include **Adult Basic Education, Adult Secondary Education, English as a Second Language, and Corrections Education.** (Note: Integrated English Literacy and Civics Education [IELCE] funds will be part of a separate grant and application.)

The opportunity for funding spans the period from July 1, 2018 – June 30, 2021. Contracts and funds will be awarded on a 12-month basis for each program year (July 1 – June 30) within this period, contingent on available funding and grant-holder performance. This announcement includes a request for agencies to submit applications to receive a grant to provide adult education services in one of the eight adult education districts of Tennessee (see image below – for a listing of the counties in each district, see Appendix A).



One (1) grant will be awarded in each of the eight districts. Grant award amounts are based on each district’s population of individuals who are eligible to be served (included in the image above).¹ Each district’s estimated yearly grant award is as follows:²

District 1	\$819,560	District 5	\$2,503,020
District 2	\$1,870,290	District 6	\$787,680
District 3	\$645,600	District 7	\$870,760
District 4	\$1,132,190	District 8	\$1,807,330

¹ Based on American Community Survey 2016 5-year estimate census data; includes individuals aged 18-64 without a high school diploma

² Based on projected amounts; actual amounts to be determined by U.S. Department of Education release of funds circa May 2018.

TDLWD Adult Education Request for Application and Grant Application Guide

Agencies that are awarded the grant are expected to take full ownership of the grant and its required services, and to provide the support necessary to achieve the grant's purposes. Agencies must have a vested interest in the successful operation of the adult education program, and be willing and able to accept responsibility and accountability for it.

Additional details and requirements regarding the grant will follow in this document.

Applicant Question-and-Answer

A question submission form for all parties interested in applying for the grant has been posted by the Division, found at this link: [Applicant Question Submission](#)

This form will be live and able to receive questions until **April 20, 2018, 4:00 PM Central Time**.

The Division will post all relevant questions and corresponding answers to a Google Document, found at this link: [Applicant Q&A](#)

The Division will update this document at minimum two times per week during the period that the form is live.

PURPOSE OF ADULT EDUCATION AND FAMILY LITERACY ACT³

⁴*It is the purpose of this title to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy activities, in order to—*

- (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;*
- (2) assist adults who are parents or family members to obtain the education and skills that—*
 - (A) are necessary to becoming full partners in the educational development of their children; and*
 - (B) lead to sustainable improvements in the economic opportunities for their family;*
- (3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and*
- (4) assist immigrants and other individuals who are English language learners in—*
 - (A) improving their—*
 - (i) reading, writing, speaking, and comprehension skills in English; and*
 - (ii) mathematics skills; and*
 - (B) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.*

³ See WIOA Title II §202

⁴ In this document, all federal requirements are identified in *italics*.

TDLWD Adult Education Request for Application and Grant Application Guide

ELIGIBLE INDIVIDUALS TO RECEIVE SERVICES⁵

The term “eligible individual” means an individual—

- (A) who has attained 17 years of age (16 if emancipated);*
- (B) who is not enrolled or required to be enrolled in secondary school under State law;*
and
- (C) who—*
 - (i) is basic skills deficient;*
 - (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or*
 - (iii) is an English language learner.*

ELIGIBLE PROVIDERS⁶

Grants will be awarded to eligible providers on a competitive basis. The term “eligible provider” means an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include—

- (A) a local educational agency;*
- (B) a community-based organization or faith-based organization;*
- (C) a volunteer literacy organization;*
- (D) an institution of higher education;*
- (E) a public or private nonprofit agency;*
- (F) a library;*
- (G) a public housing authority;*
- (H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals;*
- (I) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H); and*
- (J) a partnership between an employer and an entity described in any of subparagraphs (A) through (I).*

CRITERIA FOR AWARDING GRANTS TO ELIGIBLE PROVIDERS⁷

In awarding grants or contracts under this section, the Division shall consider—

- (1) the degree to which the eligible provider would be responsive to—*
 - (A) regional needs as identified in the local plan under section 108; and*
 - (B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals—*
 - (i) who have low levels of literacy skills; or*
 - (ii) who are English language learners;*

⁵ See WIOA Title II §203(4)

⁶ See WIOA Title II §203(5)

⁷ See WIOA Title II §231(e)

TDLWD Adult Education Request for Application and Grant Application Guide

- (2) the ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;*
- (3) past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in WIOA Title II section 116, especially with respect to eligible individuals who have low levels of literacy;*
- (4) the extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners;*
- (5) whether the eligible provider's program—*
 - (A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and*
 - (B) uses instructional practices that include the essential components of reading instruction;*
- (6) whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;*
- (7) whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;*
- (8) whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;*
- (9) whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;*
- (10) whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce development boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;*
- (11) whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;*
- (12) whether the eligible provider maintains a high-quality information management*

TDLWD Adult Education Request for Application and Grant Application Guide

system that has the capacity to report measurable participant outcomes (consistent with WIOA Title II section 116) and to monitor program performance; and (13) whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

APPLICATION REVIEW AND SCORING

Submitted applications should follow the outline and instructions found in Section 3 – “Application Requirements” (see page 17). Application reviewers will score applications using specific criteria (see scoring guide in Appendix B). Each section of the application will be evaluated on the basis of completeness, clarity, and alignment with the grant requirements.

The scoring guide indicates the point values allocated to each application section. Final application scores will be calculated based on the average scores from each reviewer (not counting outliers), plus up to 35 additional points awarded by the Division based on Division staff deliberation and expertise. The minimum score to qualify for consideration for funding is 70%, or 140 of the 200 possible points. The applicant with the highest qualifying score for a district will be awarded the grant. In the event that no applying agency meets the minimum score and qualifications for a district, or if no agency applies, a new Request for Application will be posted for other eligible agencies to submit applications.

Grantees are required to align their adult education program with the district’s local workforce development plan(s), as established by each Local Workforce Development Board. As part of the application process, applicants must also submit the application to their Local Board(s) for its review for consistency with the local plan(s). Local Boards will then have the opportunity to make recommendations to the Division.⁸ As part of the application sent to the Division, applicants must provide documentation that verifies submission of the application to the appropriate Local Board(s). Applicants can contact the Local Workforce Development Area partners in their district to determine how to submit the application to the Local Board(s) ([click here for a link to partner information](#)).

The Division will announce the applicants who are awarded the grants via the Division website ([click for link](#)) by May 18, 2018, 4:00 PM Central Time.

GENERAL GRANT POLICIES

Funds made available for adult education and literacy activities...shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.⁹ Funds from this grant may not be sufficient to adequately create and operate an adult education program that functions independently. Therefore, applicants with other funds and programs designated to provide adult education- and/or workforce-related services will have an advantage. **Further, grantees are required to match, at minimum, 10% of the total grant award, in the**

⁸ See 34 CFR §463.21

⁹ See WIOA Title II §241(a)

TDLWD Adult Education Request for Application and Grant Application Guide

form of cash or in-kind contributions. Match contributions must be associated with costs allowed by this grant and are required on a monthly basis.

The funds for this grant are allocated to the state of Tennessee by the United States Department of Education (USDOE), Office of Career Technical, and Adult Education (OCTAE). *Additional federal statutes governing local funding include the General Education Provisions Act (GEPA) and Education Department General Administrative Regulations (EDGAR).*

Funding is contingent on the availability and appropriation of funds from Congress on a year-to-year basis. Before a grant-holder's contract is renewed each program year, grant-holders will be required to submit a proposal for continuation of funding, to be reviewed and approved by the Division.

Grant-holders may not subcontract with other entities to deliver services; however, grant-holders are encouraged to collaborate with employers, community organizations, or other appropriate agencies to assist with carrying out grant activities.

Grantees are required to partner with other state-funded workforce development agencies in providing services and infrastructure funds in each of Tennessee's comprehensive American Job Centers. Applicants can contact the Local Workforce Development Area partners in their district to determine approximate costs for the various centers ([click here for a link to partner information](#)). Grantees may also provide services and funds in the affiliate American Job Centers if the needs and costs are justifiable.

The Division reserves the right to reject any or all applications for failure to comply with the instructions in this guide. The Division reserves the right to reject all applications received or cancel this opportunity for funding if it is in the best interest of the state of Tennessee. Submission of an application confers no rights upon the applicant nor obligates the Division in any manner. The Division reserves the right to contact applicants for clarification of their applications.

A Data Universal Numbering System (D-U-N-S) number is required for all applicants. A D-U-N-S number is a nine-digit number established and assigned by Dun & Bradstreet, Inc. School districts and postsecondary institutions usually have been assigned a D-U-N-S number, as well as other agencies that receive funding directly from the federal government. If needed, a D-U-N-S number may be obtained from Dun & Bradstreet, Inc.¹⁰

¹⁰ 866-705-5711 or <http://fedgov.dnb.com/webform>

SECTION 2 – GRANT REQUIREMENTS

This section details the various requirements of operating the grant, including program services to participants, performance and accountability, fiscal management, personnel, training, and locations and schedules. The Division will provide grantees with policies and manuals that further detail these grant requirements. The Division reserves the right to amend these policies and manuals during the contract period. Grantees will receive official notification of any policy or manual changes, and must comply with any changes made.

PROGRAM SERVICES

Grantees must provide adult education services that align with the purpose of WIOA Title II, and strive to serve at least 6% of the district's population of potential-to-serve individuals (see Appendix A). The specific services offered should be based on the participant populations in local areas and participant goals.

The primary adult education services include:

1. Adult Basic Education (ABE) – Classes that focus on basic literacy in reading, writing, and mathematics.
2. Adult Secondary Education (ASE) – Classes that focus on advanced academic skills and preparation for the high school equivalency examination.
3. English as a Second Language, or English Language Acquisition (ESL) – Classes that focus on attaining fluency in English.
4. Corrections Education – Any adult education class described above that is taught to convicted individuals in corrections or institutionalized settings. Grantees may not expend more than 20% of their total grant award on these services.¹¹

All of the above-mentioned services must include, as part of the program of instruction, leading participants to the attainment of a high school equivalency diploma, and transitioning them to postsecondary education and training or employment.

All adult education instruction should be derived from rigorous research and effective educational practices, and should be based on the College and Career Readiness Standards for Adult Education.¹² The Division will provide guidance regarding curriculum and must approve all curriculum purchased for instructional use.

Grantees are encouraged to effectively use technology and distance education tools in providing instruction and other services. Note: the Division will provide grantees with all necessary distance education curricula; grantees will not be required to purchase them.

¹¹ See WIOA Title II §222(a)(1)

¹² See <https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

TDLWD Adult Education Request for Application and Grant Application Guide

PROGRAM PERFORMANCE AND ACCOUNTABILITY

Grantees are expected to meet target percentages of measurable skill gains and outcome measures, which are tracked and reported to the federal National Reporting System (NRS).¹³ Measurable skill gains include educational functioning level gains as determined by pre- and post-testing participants, and the obtaining of a high school equivalency diploma. Outcome measures include employment and post-secondary enrollment. *Grantees must track and enter participant data via Jobs4TN (VOS) and adhere to the requirements of the NRS.* Grantees will be allowed access to Jobs4TN after attendance at a required Jobs4TN training.

Participant Assessment

Adult Education programs must assess participants using state-approved assessments to report educational gain measure. Approved assessments include the Comprehensive Adult Student Assessment System (CASAS) and the Test of Adult Basic Education (TABE). Assessment subject areas include math, reading, and listening (ESL only) — classroom instruction must be focused in these areas. Note: the Division will provide grantees with all necessary assessment materials; grantees will not be required to purchase them.

Grantees must have a process for orienting and pre-testing new program participants. Grantees must achieve high levels of participant retention and ensure that participants are post-tested after receiving a minimum of 40 instructional hours. Required testing procedures can be found in the Division's assessment policy.

Participants with the goal of earning their high school equivalency diploma should be instructed in the subjects of math, reading, writing, science, and social studies. Participants are required to take a Division-approved high school equivalency practice test prior to registering for the official high school equivalency exam.

Workforce Preparation and Transition Services

To achieve high outcome measures of participants who transition to post-secondary or employment opportunities, grantees must establish workforce preparation and transition services for participants. This can include (but is not limited to): incorporating professional/soft skills and digital literacy curricula in the classroom; providing integrated education and training (IET) opportunities; providing career counseling or post-secondary counseling; explaining WIOA Title I services and making referrals; and following up with participants.

Program Monitoring

Grantees must retain all records of fiscal transactions and accounts related to the grant for a period of five (5) years. Student records must be retained for three (3) years. Records must show that participants who received services or benefits were eligible to receive them. Grantees must make records available for inspection and review by the Division upon request.

¹³ Additional details regarding the NRS may be found at <http://www.nrsweb.org/>

TDLWD Adult Education Request for Application and Grant Application Guide

Grantees are expected to acknowledge and comply with state policies and manuals provided by the Division, state legislation that affects adult education, and federal legislation and regulations related to WIOA Title II. Grantees must have a process for monitoring and improving program processes, services, and performance, and will be subject to a monitoring process to be conducted by the Division. Continuation of funding is subject to successful performance and rendering of services.

FISCAL MANAGEMENT

Grantees will receive funds to operate the grant on a cost reimbursement, monthly basis unless otherwise authorized by the Division. Grantees must ensure that auditable and adequate records are maintained which support the expenditure of any grant funds, and records must be made available upon request by the Division. Only allowable expenditures will be reimbursed.

At the end of each contract term (June 30), any unused funds will be forfeited. The Division will award new funds to eligible grantees with each subsequent contract (beginning July 1). If additional funds are needed during the year to successfully operate the grant, grantees may submit a proposal to the Division for a contract amendment. Only requests that are deemed necessary and reasonable will be considered, pending the availability of funds.

Applicants are required to submit a budget proposal that details, to the extent possible, the anticipated costs to operate the grant for the first contract year (July 1, 2018 – June 30, 2019). See Section 3 – “Application Requirements” (page 17) for further details.

Unallowable Expenditures

The following items will not be reimbursed with grant funds:

- Food
- Fees for high school equivalency testing
- Graduation expenses
- Lobbying
- Contributions and donations
- Fundraising or solicitations
- Gifts to teachers or students
- Student incentives, stipends, or scholarships
- Entertainment
- Costs for out-of-state travel (unless pre-approved by the Division)
- Child care assistance for participants (grantees are encouraged to partner with other agencies to provide this service)
- Transportation assistance for participants (grantees are encouraged to partner with other agencies to provide this service)
- General purpose equipment (e.g. air conditioners, refrigerators, microwaves, etc.)
- Capital improvements which add permanent value

TDLWD Adult Education Request for Application and Grant Application Guide

- Personnel costs not associated with adult education

The above list is not all-inclusive. In the event that an application proposes unallowable elements, the applicant will be contacted by the Division with the intent to bring the application into compliance.

Administrative Costs

Not less than 95 percent of funds shall be expended for carrying out adult education and literacy activities; and the remaining amount, not to exceed 5 percent, shall be used for planning, administration, personnel development, and interagency coordination.

Special Rule—In cases where the cost limits described [above] are too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the eligible provider shall negotiate with the Division in order to determine an adequate level of funds to be used for non-instructional purposes.¹⁴

Agencies desiring a higher allowable percentage of administrative funds are required to provide justification via a budget narrative to accompany the application budget proposal. If negotiations are necessary, the Division will hold conference calls with applicants during the week of May 14-18, 2018. (This negotiation is for ABE/ASE/ESL services only—administrative costs for corrections education must be no more than 5% of the allowable funds allocated for corrections). All administrative costs must be deemed necessary and reasonable by the Division; general explanations of administrative needs will not justify an increase of the administrative allowance.

The costs of administration are expenses incurred by grantees that are associated with the specific functions identified below and which are not related to the direct provision of adult education services:

- Planning* (i.e., high-level planning of how to administer the grant, such as class location establishment, partner collaboration, designing pilot programs, etc.);
- Administration, including carrying out performance accountability requirements* (i.e., overseeing program performance and compiling program reports);
- Professional development* (i.e., training or staff development opportunities)
- Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under title I, as appropriate* (i.e., providing significant transition services to participants, such as career counseling, post-secondary counseling, explaining WIOA Title I services, etc.; collaborating with local workforce development boards);
- Carrying out the one-stop partner responsibilities* (American Job Centers), including contributing to the infrastructure costs of the one-stop delivery system;

¹⁴ See WIOA Title II §233

TDLWD Adult Education Request for Application and Grant Application Guide

- f) Accounting, budgeting, financial and cash management functions;
- g) Procurement and purchasing functions;
- h) Property management functions;
- i) Rental and maintenance of office or classroom space and other occupancy expenses including (but not limited to): insurance, janitorial, internet, electrical, water, gas, phone (all occupancy expenses should be justifiable and of fair market value);
- j) Personnel management functions;
- k) Payroll functions;
- l) Coordinating the resolution of findings arising from audits, reviews, investigations and incident reports;
- m) General legal services functions;
- n) Developing systems and procedures, including information systems, required for these administrative functions; and
- o) Travel costs incurred for official business in carrying out administrative activities.

All costs not included above and that are associated directly with providing adult education services to program participants are considered programmatic (or instructional) costs. Typical programmatic costs include the costs associated with instructing or interacting with program participants and entering participant data.

Supplies, Materials, Equipment, and Inventory

Supplies, materials, and equipment may be purchased with grant funds if the purchase is reasonable and necessary to effectively operate the adult education program and existing items are not sufficient. Items purchased with grant funds may only be used for adult education services. Supplies are generic items needed for basic program operation (e.g., paper, toner, file folders, pens/pencils, etc.). Materials are items needed to enable specific program services that have finite usability (e.g., curriculum, marketing brochures or advertisements, etc.).

Equipment or capital purchases include items that have potentially infinite usability (e.g., copiers, computers, filing cabinets, chairs, etc.). All capital purchases must be accounted for and tracked as inventory. All sensitive items (i.e., equipment of significant value that can be easily stolen or electronics containing participant information such as computers) must be identified with a Division-provided ID tag. For applicants currently operating an adult education grant, current equipment inventory documentation must be submitted with the application if new equipment is included in the budget proposal.

Purchases totaling over \$500 must have prior approval of the Division. Required procedures regarding equipment and inventory can be found in the Division's equipment and inventory policy.

TDLWD Adult Education Request for Application and Grant Application Guide

PERSONNEL, COMPENSATION, AND BENEFITS

The grant allows for hiring and compensating administrative and instructional/programmatic staff positions. Personnel that are compensated with grant funds must track and document time spent on grant activities (time and effort reporting). Personnel that perform both administrative functions and programmatic services must track and allocate time spent as either administrative or programmatic costs. This time-tracking information must be made available upon request by the Division. All adult education personnel must dedicate 100% of their work activities to providing adult education services as described in the grant.

Grantee staff members who perform general functions for the grantee agency beyond the adult education program (e.g., human resources or financial services) can be compensated with grant funds for time spent on adult education activities, or the costs can be documented as in-kind match contributions (in either case, supporting documentation must be provided).

Personnel should be paid the fair market value based on their job responsibilities and local areas in which services are provided. Grantees are encouraged to consider experience and merit when determining compensation. Grantees are encouraged to subsidize employee compensation and benefits costs; such costs could be documented as in-kind match contributions.

Application budget proposals are required to list the anticipated staff positions and approximate compensation and benefits costs associated with each position. Personnel costs must be necessary and reasonable.

District Coordinator

Each district must have one (1) full-time district coordinator to act as the primary program administrator and supervisor.

Grant funds may be used to compensate the district coordinator with salary and benefits and are considered administrative costs. District coordinator annual salary paid from grant funds may not exceed \$70,000 (excluding benefits). District coordinator annual salary may not be less than \$60,000 (excluding benefits). The district coordinator must be the highest-paid of the adult education personnel.

Grantees may have additional administrative/managerial staff positions as need and administrative budget allow. District geographies cover several counties; grantees should consider an administrative/managerial structure that allows for smaller-scale management of county clusters. Applicants must submit a personnel organization chart proposal, including administrative/managerial positions and the specific counties to be managed by each administrative/managerial staff member.

Teaching Personnel / Instructors

Teaching personnel can be full- or part-time positions. All paid teaching personnel must have a minimum of a bachelor's degree. Paid teaching personnel must also have a current Tennessee

TDLWD Adult Education Request for Application and Grant Application Guide

teacher's license unless an exception is approved by the Division. To be granted an exception for a teacher, grantees must submit a licensure waiver request form (provided by the Division) that provides justification for the exception (e.g., the prospective teacher's education or work experience).

Part-time instructors' hourly compensation paid from grant funds may not exceed \$25/hour and may not be less than \$20/hour. Part-time instructors may be paid for time spent planning and preparing for teaching if budget permits; however, payment may not exceed the rate of 15 minutes of planning per hour of instruction. (Example: an instructor who teaches a 3-hour class will be paid to plan and prepare for the class up to 45 minutes, totaling 3.75 hours of pay.)

Support Staff

Grantees are not limited to administrative positions and teaching positions. For example, grantees may consider positions such as paraprofessionals, completion/transition coaches, data specialists, etc. Funds may be used to employ support staff for programmatic services or administrative support, and these staff can be full- or part-time. Note that administrative support is an administrative cost and must be included as such in the budget proposal.

Part-time support staff hourly compensation paid from grant funds may not exceed \$20/hour and may not be less than \$10/hour.

Grantees may also enlist volunteers to conduct support activities or to tutor participants. Volunteer activities may be considered in-kind match contributions (supporting documentation must be provided).

Benefits

Full-time personnel benefits costs to the grantee that may be reimbursed with grant funds include:

- Medical insurance
- Retirement through Tennessee Consolidated Retirement System (TCRS); if the grantee is not part of TCRS, other retirement plans are allowable for reimbursement up to the amount that the grantee would contribute to TCRS for a given employee
- Worker's compensation
- Social Security (current rate)
- Medicare (current rate)

Part-time personnel benefits costs to the grantee that may be reimbursed with grant funds include:

- Retirement through TCRS – For already-vested employees only
- Social Security (current rate)
- Medicare (current rate)

TDLWD Adult Education Request for Application and Grant Application Guide

In cases where grantees receive local funding for employee benefits costs, those costs will not be reimbursed with grant funds.

Unemployment insurance premiums and benefits will NOT be reimbursable, nor will any other benefits not explicitly stated above.

Leave Time and Holidays

Adult education personnel will follow the annual leave and sick leave policies of the grantee agency. All adult education personnel must observe the Tennessee State Government holiday schedule,¹⁵ and may NOT observe any other leave or break schedule (with the exception of closures due to inclement weather as determined by the district coordinator). In cases where the grantee agency closes a facility for a prolonged break, and that facility functions as the primary worksite for full-time adult education personnel, those personnel must still work the required days from a different site or use their acquired leave time.

Travel

Employees may be reimbursed with grant funds for mileage driven for work-related activities. Employees may NOT be reimbursed for mileage driven between their home and their assigned primary worksite (i.e., the location where the employee works the majority of her/his time). The current reimbursement rate is \$0.47 per mile driven.¹⁶ The Division will inform grantees of any changes to this rate.

Grantees should limit the amount of routine travel by instructors; instructors should spend the majority of their time providing instructional services to participants. The application organization chart proposal should include anticipated service delivery areas for instructors (as well as support staff). Funds used for travel should be focused toward the district coordinator and other managerial staff who are required to travel in order to conduct administrative activities; this should be reflected in the application budget proposal.

TRAINING

State-Provided Training (State Leadership Activities)

State-provided meetings, trainings, or professional development opportunities are organized by the Division. These opportunities are considered “state leadership activities”.¹⁷ While costs associated with professional development activities are generally considered to be administrative, grantees will receive a separate contract and funding specific to state leadership activities to help offset costs for employees’ travel, hotels, and per diem (meals and incidentals). Personnel compensation and benefits costs associated with state leadership activities must still be tracked and allocated as administrative costs from the primary grant fund. The application budget

¹⁵ See <https://www.tn.gov/about-tn/state-holidays.html>

¹⁶ See the Tennessee Department of Finance and Administration, Policy 8 – “Comprehensive Travel Regulations”

¹⁷ See WIOA Title II §223

TDLWD Adult Education Request for Application and Grant Application Guide

proposal must project the amount of administrative funds needed for these state leadership activities, based on the following anticipated opportunities:

- Academy for Instructional Excellence, July 16-18 2018 (for all adult education instructors; full-time instructors paid for approximately 20 total hours, part-time instructors paid for 12 total hours).
- Regional Instructor Training, Fall 2018 (for all adult education instructors; 4 total hours)
- Regional Instructor Training, Spring 2019 (for all adult education instructors; 4 total hours)
- Other State-Provided Instructor Trainings, 2018-19 (8 total hours)
- Regional Support Staff Training, Fall 2018 (for all support staff who interact with participants or data; 4 total hours)
- Regional Support Staff Training, Spring 2019 (for all support staff who interact with participants or data; 4 total hours)
- Other State-Provided Paraprofessional Training, 2018-19 (16 total hours)
- **Grand Totals 2018-19: Instructors – 36 hours (Full-time), 28 hours (Part-time); Support Staff – 24 hours**

Local-Provided Training

Local-provided meetings, trainings, or staff development opportunities are organized by grantee staff and conducted locally. All costs incurred by grantees relevant to these opportunities (i.e., compensation, benefits, and travel) are considered administrative costs. The application budget proposal must project the amount of funds needed for these activities.

PROGRAM FACILITIES, LOCATIONS, AND SCHEDULES

The grantee must provide suitable ADA-compliant facilities for the delivery of adult education services. The grantee must provide adequate office space(s) and classrooms for instruction. The learning environments should be conducive to adult learning and kept in good condition.

Grantees are encouraged to utilize spaces that can be documented as in-kind match, or donated space, before expending administrative funds for rent. This grant is meant to supplement existing services and funds, not supplant them.

Grantees must provide adult education classes in each county of the district and structure classes to adequately serve participants and accommodate their locations and schedules (including offering sufficient number of class sites related to local populations). Grantees are also required to provide services in each of the comprehensive American Job Centers located in the district.

TDLWD Adult Education Request for Application and Grant Application Guide

Adult education classes and services must be made available to participants on a year-round basis. Class cancellations are allowable only in rare or extreme circumstances (e.g., uncontrollable closure of sites, inclement weather, staff trainings, unexpected inability for teachers or substitutes to teach, etc.).

SECTION 3 – APPLICATION REQUIREMENTS

APPLICATION ORGANIZATION AND FORMAT

Applications must address all sections as outlined below:

1. Cover Page (see Appendix C)
2. Program Narrative
 - A. Organization Description and Past Effectiveness
 - B. Program Goals
 - C. Program Operation: Staffing, Training, and Class Locations and Schedules
 - D. Program Design and Implementation: Delivery of Services and Instruction
 - E. Budget Narrative
3. Budget Proposal
4. Documentation that verifies submission of the application to the appropriate Local Workforce Development Board(s)
5. Equipment Inventory (only applicable to current adult education grantees who include equipment in the budget proposal)

The application must be written in clear, concise language. The “Program Narrative” section should include the cover page; be typed using 12-point, double-spaced, Times New Roman font; and should include numbered pages and a running header containing applicant agency/organization name. It should be no longer than 36 pages (not including the cover page), and be formatted as a PDF document.

The “Budget Proposal” section should be a separate Microsoft Excel workbook document (see page 20).

The documentation to verify application submission to the Local Board(s) should be a separate PDF document.

The “Equipment Inventory” section should be a separate document (if applicable).

Applicants must submit the application via a single email, with all required sections included as email attachments, to:

Ian White (ian.white@tn.gov)
State Director of Tennessee Adult Education

Applications must be submitted by April 27, 2018, 4:00 PM Central Time. **No late applications will be accepted.**

TDLWD Adult Education Request for Application and Grant Application Guide

PROGRAM NARRATIVE DETAILS

Part 1 - Organization Description and Past Effectiveness (approximately 2-3 pages)

Include the following:

1. A description of the applicant's organization and its functions or services, including existing adult education or other education services; also describe the purpose for applying for the grant.
2. Qualifications of the applicant to provide adult education services for (1) adults with low levels of literacy in reading, writing, and mathematics and (2) adults with limited English language skills (ESL participants). Include a description of past effectiveness in these areas and provide accompanying performance data. Also provide a description and performance data regarding past outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

Part 2 - Program Goals (approximately 4-5 pages)

Include the following:

1. Recruitment plan to meet the goal to serve 6% of the district's potential-to-serve population.
2. Retention plan to ensure participants receive at least 40 instructional hours and are post-tested.
3. Plan to achieve outcome measures (i.e., participants who enter post-secondary education or employment). Describe transition services for participants after they complete adult education instruction.
4. Plan to monitor program performance and use data to inform continuous program improvement.

Part 3 - Program Operation: Staffing, Training, and Class Locations and Schedules (approximately 8-10 pages)

Include the following:

1. A proposed personnel organization chart which includes managerial roles and specifies counties to be managed by each managerial staff member; also include support staff and instructors (full and part time) and their specified service delivery area.
2. Plan for local-provided staff training and professional development (including through electronic means).
3. Plan for obtaining space for class locations (at least one per county in the district).
4. Plan to structure classes to adequately serve participants and accommodate their locations and schedules (including offering sufficient number of class sites related to local populations). Describe days, times, and specific locations for classes to the extent possible.

Part 4 - Program Design and Implementation: Delivery of Services and Instruction
(approximately 12-14 pages)

Include the following:

1. Plan to provide adult education services to eligible individuals within the district, including:
 - A. Plan to serve individuals with minimal literacy skills.
 - B. Plan to provide ESL services to identified populations within the district.
 - C. Plan to serve incarcerated individuals (sentences of 5 years or less) within the district while remaining within the 20% limit on the available funding.
 - D. Plan to incorporate integrated education and training programs and workforce preparation activities.
 - E. Plan to serve individuals with disabilities, including learning disabilities.
 - F. Plan to ensure equitable access to, and participation in, the adult education program for participants and staff members with potential barriers such as gender, race, national origin, color, disability, or age.¹⁸
 - G. Plan to provide services in alignment with the local workforce development plan(s), including the plan to promote concurrent enrollment in other state-funded workforce development programs and activities (WIOA Title I), as appropriate.
 - H. Plan to fulfill one-stop partner responsibilities (American Job Centers) to—
 - i. Provide access through the one-stop delivery system to adult education services;
 - ii. Enter into a local memorandum of understanding (MOU) with the Local Workforce Development Board, relating to the operations of the one-stop system;
 - iii. Participate in the operation of the one-stop system consistent with the terms of the MOU and requirements of WIOA; and
 - iv. Provide representation to the State Workforce Development Board (i.e., adult education's interests are considered by the Local Board, and the Local Board is represented on the State Board).
 - I. Plan to coordinate with other available education, training, and social service resources in the community for the development of career pathways and provision of adult education and literacy services.
 - J. Plan to coordinate with Federal, State, and local support services (e.g., child care, transportation, mental health services, and career planning).

¹⁸ See Section 427 of GEPA and U.S. Department of Education guidance:
<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>

TDLWD Adult Education Request for Application and Grant Application Guide

2. Plan to achieve measurable skill gains (i.e., participants who earn educational functioning level gains as determined by a post-test, or high school equivalency diplomas) through high-quality curriculum, instruction, and assessment practices. Describe:
 - A. Curriculum to be used.
 - B. Incorporating essential components of reading instruction.
 - C. Incorporating instructional practices (including College and Career Readiness Standards) as derived from rigorous research and effective educational practice.
 - D. Using technology and distance education to provide services.

Part 5 – Budget Narrative (approximately 2-4 pages)

Include the following:

1. If ABE/ASE/ESL administrative costs total more than 5% of the ABE/ASE/ESL budget, provide a narrative that justifies the proposed administrative costs amount. Describe in detail, to the extent possible, the justification for costs associated with administrative personnel, local-provided training, occupancy, and American Job Centers infrastructure.
2. A description of the anticipated minimum 10% grantee match contributions, whether cash or in-kind; for in-kind contributions, provide specifics to the extent possible.

BUDGET PROPOSAL DETAILS

Use the “Application Budget Proposal” spreadsheet template to provide an itemized budget proposal; the template is provided as a Microsoft Excel workbook, found at this link: [Application Budget Proposal](#) (click to access, then click the download arrow at the top of the webpage, as shown below).



Note that each of the three (3) worksheets within the workbook must be completed (see the tabs at the bottom labeled “Budget Summary”, “ABE_ASE_ESL”, and “Corrections”); the majority of the “Budget Summary” worksheet will automatically calculate based on the amounts in the other worksheets.

The budget proposal should be cost-effective, match the scope of the activities proposed in the application, and not exceed the grant dollar amount. All line items must be allowable expenses. Include budgeted line items for corrections that stay within the 20% funding limit of the overall grant award.

To the extent possible, create descriptive and specific line items that effectively break down each budget category, rather than creating lump-sum line items.

SECTION 4 – APPENDICES

APPENDIX A – DISTRICT COUNTY LISTING

District 1

County	Potential to Serve
Carter	4970
Greene	5853
Hancock	765
Hawkins	4762
Johnson	2159
Sullivan	10813
Unicoi	1308
Washington	6569
Total	37,199

District 2

County	Potential to Serve
Anderson	4949
Blount	7673
Campbell	4506
Claiborne	3125
Cocke	3219
Grainger	1912
Hamblen	5795
Jefferson	3560
Knox	23224
Loudon	4076
Monroe	4293
Morgan	2484
Roane	3602
Scott	2165
Sevier	8151
Union	2157
Total	84,891

District 3

County	Potential to Serve
Cannon	1093
Clay	788
Cumberland	4724
DeKalb	2062
Fentress	1684
Jackson	1064
Macon	2584

TDLWD Adult Education Request for Application and Grant Application Guide

Overton	1962
Pickett	410
Putnam	4348
Smith	1640
Van Buren	483
Warren	4350
White	2111
Total	29,303

District 4

County	Potential to Serve
Bledsoe	1963
Bradley	9045
Grundy	1366
Hamilton	23849
Marion	2991
McMinn	4057
Meigs	1379
Polk	1493
Rhea	4018
Sequatchie	1228
Total	51,389

District 5

County	Potential to Serve
Cheatham	2989
Davidson	52079
Dickson	4293
Houston	983
Humphreys	1544
Montgomery	7631
Robertson	5012
Rutherford	15078
Stewart	917
Sumner	9630
Trousdale	905
Williamson	6126
Wilson	6514
Total	113,610

District 6

County	Potential to Serve
Bedford	4588
Coffee	4092
Franklin	2782

TDLWD Adult Education Request for Application and Grant Application Guide

Giles	2323
Hickman	2921
Lawrence	3802
Lewis	877
Lincoln	3076
Marshall	2626
Maury	5283
Moore	331
Perry	967
Wayne	1817
Total	35,752

District 7

County	Potential to Serve
Benton	1223
Carroll	2453
Chester	1243
Crockett	1603
Decatur	842
Dyer	3156
Gibson	3203
Hardeman	3419
Hardin	2379
Haywood	1888
Henderson	2518
Henry	2280
Lake	1373
Madison	5649
McNairy	2002
Obion	2597
Weakley	1695
Total	39,523

District 8

County	Potential to Serve
Fayette	2724
Lauderdale	3747
Shelby	70775
Tipton	4787
Total	82,033

TDLWD Adult Education Request for Application and Grant Application Guide

APPENDIX B – APPLICATION SCORING GUIDE

Applicant Agency/Organization Name: _____

Reviewer Name: _____ Date: _____

Instructions: Evaluate the application (including the budget proposal) according to how well it meets the following general criteria, and award points accordingly:

1. Completeness – how thorough the answer is; whether or not it addresses all necessary items
2. Clarity – how clear and concise the answer is
3. Alignment with Grant Requirements – how well the answer indicates a robust and reasonable plan and ability to execute a given grant requirement

Provide comments to serve as rationale for the points awarded; be as specific as possible, including referencing page numbers.

Application Item	Points Possible	Points Awarded	Comments/Rationale
Part 1 - Organization Description and Past Effectiveness <ol style="list-style-type: none">1. Organization overview that describes existing adult education or other education services.2. Description of the purpose of applying for the grant.3. Description of past effectiveness and performance data regarding adult education services to individuals with low levels of literacy.4. Description of past effectiveness and performance data regarding adult education services to individuals with limited English language skills (ESL participants).5. Description of past effectiveness and performance data regarding outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.	20		

TDLWD Adult Education Request for Application and Grant Application Guide

Application Item	Points Possible	Points Awarded	Comments/Rationale
Part 2 - Program Goals <ol style="list-style-type: none"> 1. Plan to recruit and serve 6% of the district's potential to serve. 2. Plan to retain participants a minimum of 40 hours and post-test them. 3. Plan to achieve outcome measures (participants who enter post-secondary education or employment) including providing transition services to participants who complete adult education instruction. 4. Plan to monitor program performance and use data to inform continuous improvement. 	25		
Part 3 - Program Operation: Staffing, Training, and Class Locations and Schedules <ol style="list-style-type: none"> 1. Proposed personnel organization chart which includes managerial roles and specifies counties to be managed by each managerial staff member; also include support staff and instructors (full and part time) and their specified service delivery area. 2. Plan for local-provided staff training and professional development (including through electronic means). 3. Plan for obtaining space for class locations (at least one per county in the district). 4. Plan to structure classes to adequately serve participants and accommodate their locations and schedules (including offering sufficient number of class sites related to local populations). Describe days, times, and specific locations for classes to the extent possible. 	35		
Part 4 - Program Design and Implementation: Delivery of Services and Instruction <ol style="list-style-type: none"> 1. Plan to provide adult education services to eligible individuals within the district, including: <ol style="list-style-type: none"> A. Plan to serve individuals with minimal literacy skills. B. Plan to provide ESL services to identified populations within the district. C. Plan to serve incarcerated individuals (sentences of 5 years or less) within the district while remaining within the 20% limit on the available funding. D. Plan to incorporate integrated education and training programs and workforce preparation activities. E. Plan to serve individuals with disabilities, 	45		

TDLWD Adult Education Request for Application and Grant Application Guide

Application Item	Points Possible	Points Awarded	Comments/Rationale
<p>including learning disabilities.</p> <p>F. Plan to ensure equitable access to, and participation in, the adult education program for participants and staff members with potential barriers such as gender, race, national origin, color, disability, or age.</p> <p>G. Plan to provide services in alignment with the local workforce development plan(s), including the plan to promote concurrent enrollment in other state-funded workforce development programs and activities (WIOA Title I), as appropriate.</p> <p>H. Plan fulfill one-stop partner responsibilities (American Job Centers) to—</p> <ul style="list-style-type: none"> i. Provide access through the one-stop delivery system to adult education services; ii. Enter into a local memorandum of understanding (MOU) with the Local Workforce Development Board, relating to the operations of the one-stop system; iii. Participate in the operation of the one-stop system consistent with the terms of the MOU and requirements of WIOA; and iv. Provide representation to the State Workforce Development Board (i.e., adult education’s interests are considered by the Local Board, and the Local Board is represented on the State Board). <p>I. Plan to coordinate with other available education, training, and social service resources in the community for the development of career pathways and provision of adult education and literacy services.</p> <p>J. Plan to coordinate with Federal, State, and local support services (e.g., child care, transportation, mental health services, and career planning).</p> <p>2. Plan to achieve measurable skill gains (i.e., participants who earn educational functioning level gains as determined by a post-test, or high school equivalency diplomas) through high-quality curriculum, instruction, and assessment practices. Describe:</p> <ul style="list-style-type: none"> A. Curriculum to be used. B. Incorporating essential components of reading instruction. C. Instructional practices (including incorporating College and Career 			

TDLWD Adult Education Request for Application and Grant Application Guide

Application Item	Points Possible	Points Awarded	Comments/Rationale
<p>Readiness Standards) as derived from rigorous research and effective educational practice.</p> <p>D. Using technology and distance education to provide services.</p>			
<p>Part 5 - Budget Narrative and Budget Proposal</p> <p>A. A narrative that justifies the proposed administrative costs amount (if more than 5%). Describe in detail, to the extent possible, the justification for costs associated with administrative personnel, occupancy, and American Job Centers infrastructure.</p> <p>B. A description of the anticipated minimum 10% grantee match contributions, whether cash or in-kind; for in-kind contributions, provide specifics to the extent possible.</p> <p>C. An itemized budget proposal that is cost-effective, matches the scope of the activities proposed in the application, and does not exceed the grant dollar amount designated to the district.</p> <p>D. All line items must be allowable expenses.</p> <p>E. Include budgeted line items for corrections that stay within the 20% funding limit of the overall grant award.</p>	40		
Total Score Parts 1-5	165		
Division Discretionary Score (0-35 points based on Division staff deliberation and expertise)	35		
Grand Total	200		

The minimum score to qualify for consideration for funding is 70%, or 140 of the 200 possible points.

TDLWD Adult Education Request for Application and Grant Application Guide

APPENDIX C – APPLICATION COVER PAGE

Application for Funding | 2018 - 2021 WIOA Title II: Adult Education

Agency/Organization Name:									
Agency/Organization D-U-N-S Number:									
Chief Executive or Administrator Name and Title:									
Address:									
Email:									
Phone:									
Type of Organization (circle one): Local Education Agency TCAT or Community College Community-Based or Faith-Based Organization Consortium of Organizations Other (describe):	District Applying For (circle one): <table><tr><td>1</td><td>5</td></tr><tr><td>2</td><td>6</td></tr><tr><td>3</td><td>7</td></tr><tr><td>4</td><td>8</td></tr></table>	1	5	2	6	3	7	4	8
1	5								
2	6								
3	7								
4	8								
<u>Application Contact Person (if different from above)</u> Name and Title: Email: Phone:									

By signing below, I acknowledge responsibility for the content of this application, and if awarded a grant, for carrying out the activities and services as described in the grant application guide.

Chief Executive or Administrator Signature

Date